

Research on the Path of Integrating the “Three Hairpins” Intangible Cultural Heritage into the Cultivation of Patriotism and Homeland Sentiment among Primary School Students in the New Era

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Abstract: The “Three Hairpins,” a representative intangible cultural heritage of Fuzhou and the Min region, carries profound local female culture and rich spiritual connotations. Taking the cultural essence of the “Three Hairpins” as the research foundation, this paper sorts out the internal connection between this intangible cultural heritage and patriotism and homeland sentiment education, and analyzes its educational value in cultivating such sentiments among primary school students in the new era. By exploring the spirits of patriotism, dedication, perseverance, responsibility, inheritance, and innovation embodied in the “Three Hairpins,” this paper puts forward implementation paths including curriculum development, practical activities, and digital platform construction for integrating this heritage into primary school education. The research aims to enrich the content and forms of patriotism and homeland sentiment education at the primary school stage, and promote the living inheritance of intangible cultural heritage as well as students’ recognition of traditional folk culture.

Keywords: Three Hairpins; Intangible cultural heritage; Patriotism and homeland sentiment; Primary school students; Educational inheritance

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1. Connotation of the “Three Hairpins” intangible cultural heritage

The “Three Hairpins” are a unique traditional female head ornament in Fuzhou. Derived from the “Five Weapons Adornment” custom dating back to the Wei and Jin Dynasties, the three hairpins are shaped like three blades. They symbolize the spirit of Fuzhou women who combine gentleness with fortitude, and take

on responsibilities for the country, family, and self respectively. As an important cultural symbol of the Min region, the “Three Hairpins” have gone far beyond the category of simple dress accessories. They record the daily life of local women, and carry the labor values, life wisdom, and spiritual temperament of generations of Fuzhou women ^[1].

In terms of historical origin, the emergence and development of the “Three Hairpins” are closely related to the coastal geographical environment and living modes of Fuzhou. In ancient times, local residents lived along the sea. Women here were not only responsible for household chores and farm work, but also supported coastal trade. When Japanese pirates invaded, they stepped forward to defend their hometown together. The diverse and harsh living environment gave birth to the distinctive hair ornament. Made of metal, the three hairpins could fix hair buns during work for convenience, and also be used for self-defense in emergencies ^[2]. This design that integrates practicality and aesthetic value fully reflects the wisdom of Fuzhou women.

In terms of craftsmanship, the “Three Hairpins” are mainly made of silver and copper. Artisans have to complete a series of complicated procedures including forging, chiseling, hollowing, and inlaying to finish a single piece. To adapt to different hair bun styles and wearing scenarios, artisans carve patterns such as flowers, auspicious clouds and blessing characters on the hairpins. The radian, length, and weight of each hairpin are elaborately designed ^[3]. The exquisite craftsmanship makes the “Three Hairpins” a high-quality resource for intangible cultural heritage education. Bing Xin once praised rural women in Fuzhou wearing the “Three Hairpins,” stating that rural women in no other country could match them in looks, vigor and dressing style ^[4].

1.1. Spirit of patriotism and dedication

The core cultural connotation of the “Three Hairpins” is dedication to the country and family. In the historical development of Fuzhou, wearing the “Three Hairpins” was a traditional custom for local women. It was not only a symbol of identity, but also represented the deep-rooted sense of family responsibility and national mission. According to historical records, local women wearing the “Three Hairpins” took part in logistical support during wars: they delivered food and water to defending soldiers and took care of the wounded. They integrated family obligations with the destiny of the nation. Telling such stories to primary school students helps them establish the perception that “a family is the smallest country, and a country is composed of thousands of families.”

1.2. Spirit of perseverance and responsibility

Local women worked tirelessly in farm fields, supported themselves in daily life, and persisted in inheriting traditional culture. These experiences forged their perseverance and wisdom. The spirit of perseverance and responsibility is not only the internal driving force for the inheritance of traditional crafts, but also valuable educational material to cultivate children’s courage to take on difficulties and responsibilities. Modern primary school students grow up in favorable environments and generally have poor resilience. Integrate the hardworking and indomitable spirit embodied by the “Three Hairpins” into moral education classes, so as to guide students to understand the truth that hardships temper a person’s character.

1.3. Spirit of inheritance and innovation

Nowadays, the “Three Hairpins” have regained popularity among young people. As the saying goes, only by remembering traditions can we forge ahead, and only by inheriting the essence can we achieve better

innovation. Intangible cultural heritage inheritors adhere to traditional craftsmanship and classic patterns, retaining the cultural core and local characteristics of the “Three Hairpins.” Local Fuzhou designers extract the blade shape and decorative elements of the hairpins to develop a variety of cultural and creative products^[5]. Travel photography studios also launch themed portrait services, and the charming traditional styling attracts numerous young visitors^[6]. The integration of inheritance and innovation enables students to perceive the resonance between traditional culture and the contemporary era. Teachers can raise heuristic questions in intangible cultural heritage education to stimulate students’ innovative thinking and strengthen their cultural confidence^[7].

2. Relationship between the “Three Hairpins” and patriotism and homeland sentiment in the new era

Patriotism and homeland sentiment refer to people’s deep affection and sense of responsibility for their family, nation and country. For primary school students, cultivating such sentiments is a key part of education, which helps them build emotional bonds with their hometown, motherland and traditional culture. The General Secretary pointed out that fine traditional Chinese culture is the spiritual lifeline of the Chinese nation and an important source for nurturing core socialist values. Intangible cultural heritage is a living carrier of fine traditional culture, whose core value lies in inspiring people’s recognition and love for local culture^[8].

The “Three Hairpins” are more than ancient female head ornaments. They record the struggles of Fuzhou women, and carry their views on family and dedication to the country. Integrating the “Three Hairpins” into the cultivation of primary school students’ patriotism and homeland sentiment can promote local culture and turn abstract emotional concepts into tangible, learned, and perceptible cultural carriers. It comprehensively enhances students’ cultural confidence and national identity^[9].

The cultivation of patriotism and homeland sentiment should start with the familiar living environment and local culture of students. The “Three Hairpins” can be spread through films, cultural and creative products, and oral narration by elders, laying a solid foundation for relevant education.

3. Value analysis of the “Three Hairpins” in cultivating primary school students’ patriotism and homeland sentiment

3.1. Educational edification value

The “Three Hairpins” are precious intangible cultural resources rich in historical stories, exquisite craftsmanship, and noble spirits. Teachers can tell stories about heroines and craft inheritors related to the heritage, such as how senior artisans spent decades restoring lost chiseling techniques of the “Three Hairpins,” allowing students to feel the perseverance and devotion of cultural guardians. It is also advisable to introduce deeds of Fuzhou women wearing the “Three Hairpins” and holding spears to defend their homeland during the War of Resistance against Japanese Aggression, so that students can perceive the heroic spirit of ordinary people. Real and vivid stories can subtly nurture students’ patriotism^[10].

3.2. Character shaping value

Primary school is a critical period for the formation of outlook on life and values. The virtues of perseverance, responsibility, integrity and innovation embodied by the “Three Hairpins” are highly consistent

with core socialist values. Integrating this heritage into moral education courses and class culture construction helps students develop correct outlooks and good qualities such as diligence, courage and enterprising spirit^[11]. Schools can set up a segment named “Stories of Intangible Cultural Heritage Virtues” in weekly class meetings, select typical cases about the inheritance of the “Three Hairpins,” organize group discussions, and guide students to reflect on their own behaviors^[12]. Through internalization of values, the spirits carried by the “Three Hairpins” can be transformed into codes of conduct for students.

3.3. Model demonstration value

Inheritors, senior craftsmen, and young designers of the “Three Hairpins” are role models that primary school students can learn from. Their stories encourage children to build cultural confidence from an early age and devote themselves to the inheritance and development of local culture. Role model demonstration is an effective educational method in primary education. Teachers can invite inheritors to campus to demonstrate craftsmanship and share inheritance experiences, or play documentaries and hold themed speech contests titled “Cultural Heroes in My Heart.” These activities make students realize that cultural inheritance is accessible to everyone, and every individual can become a guardian of local culture^[13].

4. Paths of applying the “Three Hairpins” to cultivate primary school students’ patriotism and homeland sentiment in the new era

4.1. Building a four-dimensional collaborative inheritance system of school, community, family, and digital platform

The living inheritance of the “Three Hairpins” and the cultivation of patriotism and homeland sentiment should break the limitations of single campus education, and establish a four-dimensional collaborative education model involving schools, communities, families and digital platforms. Schools develop and deliver themed courses on the “Three Hairpins.” Communities provide intangible cultural heritage experience bases and inheritors to expand students’ practical learning space. Families consolidate educational outcomes through parent-child handcrafting and letter-writing activities. Digital platforms adopt micro-lessons, VR experiences, and interactive games to break time and space restrictions and realize integrated online and offline education^[14]. The four parties cooperate with each other to integrate intangible cultural heritage education into students’ daily life via multiple channels.

4.2. Developing interdisciplinary courses and teaching resources

Develop interdisciplinary curriculum systems combining the “Three Hairpins” with primary school art, labor education, ethics and the rule of law, and Chinese courses.

For art class: Arrange 2 class hours for the special topic *The Beauty of Patterns*, guiding students to observe and design hairpin patterns.

For labor class: Divide students into groups to make models of the “Three Hairpins” using environmentally friendly cardboard, clay, and other safe materials, and organize evaluation activities.

For Chinese class: Tell historical stories about the heritage and assign compositions with the theme of *I Speak for My Hometown*.

For ethics and the rule of law class: Discuss responsibility and dedication, and guide students to think about what they can do for their families, classes, and schools based on stories of Fuzhou women defending

their homeland ^[14].

Meanwhile, compile graded *Reading Materials on the “Three Hairpins” Intangible Cultural Heritage (for Primary Schools)* for lower, middle and upper grades with progressive difficulty. Matching courseware, teaching aids and practical activity manuals are also developed to provide systematic teaching support for teachers.

4.3. Carrying out situational practical activities

Rely on Fuzhou Intangible Cultural Heritage Museum, local museums, inheritor studios and community cultural centers to organize themed research and study activities ^[15]. A series of immersive experience activities are designed, including Little Hairpin Designers, Hairpin Theatrical Performances, and Retracing the Struggles of Fuzhou Women. Students can experience the culture and connotation of the “Three Hairpins” through handcrafting, role-playing, and task-based activities.

4.4. Building digital platforms and sharing educational resources

Establish an online learning platform for the “Three Hairpins” intangible cultural heritage and develop digital teaching resources. Produce four series of micro-videos covering history, craftsmanship, figures, and innovation. Develop knowledge challenge games and VR virtual workshops for students to experience forging and chiseling processes.

Relevant resources such as stories, parent-child handcraft tutorials and inheritor interviews are released via school official accounts, WeChat mini-programs and short video platforms to facilitate students’ independent learning at home and share high-quality cultural education resources with primary schools in resource-scarce areas. The digital platform also sets up interactive sections including student works exhibition, online Q&A and Little Host of Intangible Cultural Heritage. Instead of a simple information display window, the platform acts as an important link of the four-dimensional collaborative education system.

5. Conclusion

The “Three Hairpins” are a unique intangible cultural heritage of Fuzhou. They are the crystallization of local women’s culture and craftsmanship, as well as a vivid carrier of patriotism and homeland sentiment. Integrating the “Three Hairpins” into the cultivation of primary school students’ patriotism and homeland sentiment can enrich the content of traditional culture education in primary schools and boost the living inheritance of intangible cultural heritage. We can build a targeted inheritance system for primary school students through curriculum integration, practical experience, community linkage and digital empowerment, and cultivate young people with solid cultural roots and a strong sense of responsibility for the country and hometown. In the future, we will transform local cultural knowledge into teaching content, formulate differentiated teaching plans for schools of different grades and regions, and conduct long-term tracking and evaluation on educational effects, so that intangible cultural heritage can continuously nourish the growth of students.

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